

POWER RELATIONS BETWEEN INSTITUTIONS AND INDIVIDUALS IN KAZUO ISHIGURO'S *NEVER LET ME GO*

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Abstrak

Kekuasaan adalah topik yang umum dalam kehidupan kita. Bagi Foucault, relasi kekuasaan terdapat dimana-mana; muncul dalam setiap hubungan manusia dan dapat melibatkan tidak hanya individu tetapi juga kelompok, ras, lembaga, negara, dan lain-lain. Dalam sebuah novel dystopia yang berjudul *Never Let Me Go*, ada dua macam lembaga, yaitu Hailsham, sebuah lembaga edukasi, dan pusat pemulihan, sebuah lembaga medis, yang mempraktikkan kuasanya terhadap individu sehingga membentuk sebuah relasi kekuasaan antara lembaga dan individu. Dengan menggunakan konsep dan pendekatan kekuasaan dan relasi kekuasaan Michel Foucault, studi ini memiliki tiga tujuan yaitu mendeskripsikan wujud relasi kekuasaan antara lembaga dan individu, mendeskripsikan cara lembaga mempraktikkan kekuasaan terhadap individu, dan mengungkapkan representasi dari resistensi individu terhadap kekuasaan lembaga dalam novel *Never Let Me Go* karya Kazuo Ishiguro. Hasil penelitian menunjukkan bahwa dalam wujud relasi kekuasaan antara lembaga dan individu, beberapa agen dilibatkan dan Hailsham dan pusat pemulihan adalah pusat kekuasaan terbesar, sedangkan manusia kloning adalah targetnya dan memiliki posisi sebagai tubuh yang terlemah. Beberapa cara dari lembaga mempraktikkan kekuasaan adalah manipulasi pengetahuan dan kebenaran, penerapan teknik disiplin, dan panopticism. Selain itu, terungkap representasi dari resistensi individu terhadap kekuasaan lembaga. Perwakilan individual adalah tokoh Tommy dan Kathy. Hasil studi menunjukkan bahwa resistensi yang terjadi berupa perilaku dan tindakan yang merupakan resistensi yang tampak dan narasi yang menunjukkan pemikiran dan harapan yang merupakan resistensi yang tidak tampak.

Kata Kunci: *Relasi kekuasaan, mekanisme disiplin, kekuasaan lembaga, resistensi.*

Abstract

Power is a general topic in our life. For Foucault, power relation is everywhere; it is present in every human relationship and can involve not only individual, but also group, race, institution, state, etc. In a dystopian novel titled *Never Let Me Go*, there are two kinds of institution, educational institution which is Hailsham and medical institution which is recovery centre, that exercise power to individuals forming a power relation between institutions and individuals. Using Michel Foucault's concept and approach of power and power relations, this study has three purposes which are to describe the forms of power relations between institutions and individuals, to describe the way of institutions exercise power to individuals, and to reveal the representation of individuals' resistance to power in Kazuo Ishiguro's *Never Let Me Go*. The results show that in the form of power relation in the novel, the several agents is involved and Hailsham and recovery centre are the greatest source of power, meanwhile the human clones are the targets and positioned as the most powerless bodies. The ways of institutions exercise power to individuals include manipulation of knowledge and truth, application of disciplinary techniques, and panopticism. Moreover, there are some representations of individuals' resistance to institutional power. The representatives are Tommy and Kathy. The result shows that their resistance are in the form of behaviour and action, which are visible resistances and narration which shows thoughts and wishes which are invisible resistance.

Keywords: *Power relations, discipline mechanism, institutional power, resistance.*

INTRODUCTION

Human is a social creature because human life is always related to activities in which they meet and spend time with other people. The way in which two people or groups of people feel and behave towards each other or the way in which two things are connected is called relation or relationship. There are many kinds of human relation such as family relation, friendship, romantic or

sexual relationship, boss-worker relation, teacher-student relation, etc and those may be classified into other kinds of relation according to certain aspects. The human relation is also not limited into between individuals but also can involving groups, races, institutions, governments, and state. However, according to Michel Foucault, a French Philosopher, in every human relationship, no matter what kind of relationship it is, whether verbal communication involved or not, another

relation which is a power relation exist (Foucault, 1997: 291-292).

Power relation is a relation occurred because the existence of power. Power has various forms and diverse sources. For Foucault, power is not limited to a specific action that is carried out by a specialized agency. According to Foucault, power can covers the whole life and is found in various areas of human life whether as an individual, groups of people, or society. In his understanding, power relation can be seen as another dimension of human social relationship. It is ubiquitous and present in every human relationship whether verbal communication involved or not. Power relations can be anywhere such as in family, or within an institution, or an administration (Foucault in Mills, 2003: 35). Power can be practiced by various agencies such as individual, group of people, institution, and a state. One function of power is to set the law and order in society. Institution is one of the power sources that have the authority to regulate society. Institutional power is a form of an ability to move objects and do monitoring the object in social areas with a certain range, including the ability to organize the space, influence, and force. Moreover, the institution is not only a power source, but also something which builds a system of relations between individuals so that the system in the its area works

The discussion about power is both very interesting and complicated so it will be always a hot topic in our life. Literary work is a representation of life. One kind of the literary works is novel. There are many kinds of genre of novel which one of them is dystopia. One of popular dystopian novel is *Never Let Me Go*. It is a novel written by Kazuo Ishiguro, a Japanese-British author who is also regarded as one of the greatest British authors in contemporary fiction. Up to 2015, there are seven Ishiguro's novels which have been published including *The Remains of the Day*, an international best seller that won the Booker Prize and was adapted into an award-winning film. His sixth novel, *Never Let Me Go*, is an unusual dystopian novel because does not portraying a rebellion or rebellious movement as a response of the state's and institution's power which is can be easily founded in other popular dystopian novel. This novel also gained more attention after it was adapted into a movie in 2010. Moreover the novel has won several awards and short-listed for Man Booker Prize (Wikipedia).

Never Let Me Go is a dystopian science fiction novel although some critics disagree over the "science-fiction" genre of the novel because apparently, genetic science isn't what the book is about. Narrated by the main character, Kathy H., this novel tells the story based on Kathy's memories. Kathy is 31 years olds human clone who has been working as a carer for almost 12 years and

she will do her first donor soon after she resigns from her job. In *Never Let Me Go*, Kathy not only tells about friendship, love, and school's life, but also revealed some other crucial issues related with England which controls Kathy's and other human clones' life resulting the death of all human clone in their 20s or 30s.

The story implies that the state has built institutions called government homes to create and keep the human clones. However, this novel only mainly shows two types of institution which are Hailsham, an educational institution that were created by a group of activist disagreeing cruel mechanism applied by government homes, and Recovery Centre, a medical institution which has tasks to run organ donation program and nurse the human clones that has done the donation. Therefore, in *Never Let Me Go* there are two fundamental institutions, Hailsham and Recovery Centre, that are the main settings of the novel and also the sources of power that exercise power to individuals. Those institutions exercise power and control people's life so they play a fundamental role in the everyday life of the individual especially human clones. Although most of the characters show passive attitude to the institutional power that is exercised toward them, in some ways they also show their resistance.

To study further about this problem, a study entitled "Power Relations between Institutions and individuals in Kazuo Ishiguro's *Never Let Me Go*" is written. This study intended to discuss about the form of power relations between institutions and individuals in this novel, the mechanism of power exercised by the institutions to individuals, and also the resistance of individuals that appears because the existence of institutional power.

This study will only use Foucault's concept of power relations. Foucault argues that power relations are present in every human relationship (1978: 93) and he argues in a book titled *Power/Knowledge* power is not a thing or something that may be owned, it is not something that can be given, exchanged, or recovered, but it is exercised, so that power only exists in action (1980: 89). Moreover, he relates power with several aspects related to human life such as knowledge, truth, discourse, discipline, and resistance. Foucault's theory of power and his analysis on power relations used in this study includes those aspects including the contribution of discourse and knowledge in exercising power by the dominant, the method of exercising power including controlling and disciplinary techniques, and the resistance and subversive activities of the dominated.

Hopefully, through this study, the reader could understand more about the Foucault's concept of power relations, know how the mechanism of power is, and

know how the power related with resistance. Moreover, the novel that will be analyzed in this study still has many things that might be explored and studied so hopefully this study is able to give a contribution to other study of *Never Let Me Go*'s Kazuo Ishiguro as an extra source to enrich a reference.

RESEARCH METHOD

To analyze a literary work, certain method and technique are indispensable. Using Michel Foucault's concept and approach to power and power relation, this thesis is considered as a Foucauldian study. This study uses an e-book version of Kazuo Ishiguro's novel titled "Never Let Me Go" which was published in April 5th 2005 by Knopf Doubleday Publishing Group. The data are in the form of direct and indirect speech of characters as well as its narration, phrases, dialogues, epilogues, and quotations inside Kazuo Ishiguro's "Never Let Me Go" which show inclining to the power relations that occur because the existence of institution, mechanism of institutional power, and individuals' resistance to institutional power that occurred in the novel.

The method of collecting data which is applied in this study is library method. The type of library research in this study is close reading to sort and classify the data in form of statements or quotation. This study does not use statistic method that is why there is no any numbering and tabling within it. The references are taken from library and internet to support analyzing the data.

In analyzing data, this study uses some steps. Firstly, intensively reading on Kazuo Ishiguro's *Never Let Me Go* and analyze the problem with Foucauldian approach on the novel. Intensive reading is done more than once to get interpretation comprehensively. Then, classifying based on the statement of the problems. This classification is done to control and limit the discussion. Next is identifying the power relation which is done by looking for similarities stated in the form of quotations or statements related to the characters, settings, and events in the novel by using concept of power relation by Michel Foucault. Next is looking for how the institutions exercise power, how it is aimed to the characters, and how the characters response to it. Next is identifying the form of the power relation between institutions and individuals. Then, the next step is identifying the resistance of the characters to institutional power. The last step is deducing based on the analysis that is in line with the problem.

DISCUSSION

The Form of Power Relations between Institutions and Individuals

Institution is a "large and important organization" (dictionary.cambridge.org). Institutions consist of individuals. Yet, they are much more than a group of individuals. They hold important aspects of human life such as power, communication and knowledge that construct power relation. Institution hold more knowledge than the society and they can regulate people's activities together by exercising disciplinary power so in the relation between institution and individuals, there is also a power relation.

Foucault has noted that institutions are one of ways in freezing particular relations of power so that a certain number of people get some benefit and others will be harmed (Foucault in O'Farrell, 2008). In the story in *Never Let Me Go*, the loss party is the human clones. Using the authority through discourse, the authorities set the clone such then for most part of their life is spent with many limitation. With the wide range of regulations, rules, and supervision by the authorities, who manipulate human clones, they will feel that they life with a border 'mental' and 'physical' starting from the moment in their childhood until their death. The other effect is that they will always feel that they are 'different' and always 'watched' so they will try to be obedient to the rules which then eliminates the possibility to get out of dominating power. These things cannot be separated from the role of institutions.

According to the source and agency of power there are two main kinds of power relations in the power relation between institutions and individuals.

1. Power Relation Hailsham to Individuals

Hailsham is an educational institution that educates children who are human clone. Hailsham is almost similar to ordinary boarding school but there are many differences derived from one fact that the students are not ordinary human but the human clones, for instance, if in ordinary boarding school there are days off or holiday that makes the student able to visit their homes or makes their parents are able to visits them, there are no such thing in the Hailsham because every student does not have home and does not have parents because they are created, not given birth. So, in this power relation it could be seen the binaries opposition formed which are the clones and non-clones.

The greatest source of power in this part of power relation is Hailsham. The Hailsham's power constructs subjects and they will also become the conveyors of power or the agent of power. In this case the subjects are Hailsham's workers including the head guardian, guardians, school's nurse, gardener, and delivery man. However, Hailsham is created to educate young human clones which mean they are the main object of Hailsham's power and receive it through the agents of Hailham's power.

2. Power Relation Recovery Centre to Individuals

Recovery centre is a place where there is a power relation between the adult human clones with the authorities of the recovery centre, which are the medical workers such as doctors and nurses, as the agent of this institution's power.

There are two kinds of human clones that involved in a power relation with recovery centre and its medical workers. The first one is the human clones who work as a carer. Carer is a job for the human clones that can be applied before they started to donate their organs. Student who has graduated from the previous institutions such as Hailsham can choose to live in a particular place where the human clones lives together without the authority figure lives in that place or leave and sign-up as a carer.

Before became a carer, Kathy, the main character, used to live in cottages with her two best friends, Ruth and Tommy and other human clones who have graduated from different institutions. The carers including Kathy registered as a carer voluntarily. The other kinds of human clones that involved in a power relation with recovery centre and its medical workers other than the carer is obviously the human clones who has started donate their organ or simply called as the donors. The donors are the manipulated bodies of the medical institutional power.

Power relation is a form of social relationship that indicates asymmetric relationship. In the description of form of power relation between institutions and individuals based on the source and agency above shows that the power relationship among them is asymmetric and the human clones are in the lowest position in the power relation. The non human clone appears as the dominating people that control the human clones. The human clones as individuals become the target of institutional power through non human clones who have authority to control them in those institutions because they are the agents of institutional power. Moreover, Power relation exists because there are inequalities, divisions, and disequilibriums (Foucault, 1978: 94). Between two bodies or two sides there must be differences which can make them in opposition. Two different terms which are related but contrary or oppose each other which can be seen in a power relation is called binary opposition. In the power relations present among its characters in the novel *Never Let Me Go*, there are binary oppositions. The binary opposition which is a determinant of someone position in a power relation can be seen in the power relation's formation or structure. From the discussion above, there are several examples of binary oppositions: Clone X non-clone, Dominating X Dominated, Controlling X Controlled

The Exercise of Power by Institutions to Individuals

1. Manipulation of Knowledge and Truth

In the power relations between institutions and individuals, individual is a body which is also an object to be manipulated by institution and it regulates the thought and behaviour of social actors through subtle means. The manipulation in the novel *Never Let Me Go* is also done continuously in both Hailsham and recovery centre though all of its agents.

In Hailsham, the agents of institutional power that do the manipulation to human clones are mainly the guardians. Guardian is a term applied in the Hailsham to call the student's teacher who also has the legal right and responsibility to take care the students. In the Hailsham, the guardians have a lot more knowledge. In many ways, they manipulate the student's thoughts. They do it continuously to make a limitation of thoughts in determining what is good and what is bad.

Deployment of discourse about health in schools determines which ones are good and which are not good is shown by the following quotation:

"When she did speak, Miss Lucy seemed to be weighing up each word carefully. "It's not good that I smoked. It wasn't good for me so I stopped it. But what you must understand is that for you, all of you, it's much, much worse to smoke than it ever was for me."" (Ishiguro, 2005: 68)

In the quotation above, Miss Lucy who is one of the Hailsham's guardian with the discourse with the topic about health already distinguish between what is good and not good. This is the form of power relations that stigmatizing that idea about smoking to students through their guardian's discourse. It shows that student's behaviour is in attempt to be manipulated by the guardians so it determines the activities of the students and in this case it is concerning with health and smoking. In addition to functioning as a determinant of what is good and what is bad, Hailsham also manipulate knowledge of students about other topics through discourse such as about Norfolk which later titled as "lost corner" by the students.

The discourse of knowledge in Hailsham determines what is wrong and what is right. Each discourse is given in to manipulate the students' thought. That means, the manipulated students' will think that what is taught to them is the truth. Forms of manipulation will also change the perspective and mindset of these students. It shows that the school also includes what Foucault termed regime of truth. It is implied from two quotation above which one of it discusses the geography of England and the other is about the identity of the students that distinguish them from people other than Hailsham's students. This suggests that Hailsham is trying to manipulate the students about the outside world and make

the students think that they are different from people in general.

For Foucault, power is exercised through subjects. As stated in previous paragraph, subjects that become the conveyor of institutional power also can be called as the agents of institutional power. In recovery centre or hospital, the doctors and nurse are some examples of the subjects that have authority to exercise power to the clones in medical institution. Kathy calls them as "whitecoats" as what stated in the following quotation:

"It really gets me, too, the way so many of them "shrink" the moment they step inside a hospital. They don't know what to say to the whitecoats, they can't make themselves speak up on behalf of their donor. No wonder they end up feeling frustrated and blaming themselves when things go wrong." (Ishiguro, 2005: 208)

The quotation above show the connection between the carer, the donor who are taken care by them, and the authorities of medical institution which are the medical workers. It shows that the carer has to make a contact with the authorities in for the donor's sake so that if it is not properly reported to the medical workers, the condition of donor may get worse due to the lateness of medical treatment. These imply that the medical works has more knowledge so they can give medical treatments to ill donors. As a party that hold more knowledge and authority, the medical workers are in the top position in a power relation between these three bodies and do the manipulation to the human clones.

The donors will also have a medical check-up as a procedure before the donation. It also implies that the irony that the doctors and nurses not only use their knowledge to do a medical treatments that have a purpose to make a donor has a good condition but also make a donor has a worse condition because the medical workers will also make them weak by taking their organ and even make them 'complete' or die in their hands right after the do the fourth donation because in the story there is no fifth donation. It also shows that the doctors' and nurses' power not only manipulate The donor's physical body but also manipulate their thought because they try to make the donor feels 'easy' before doing the last donation. It also indicates the practice of normalization as they want to make the donor feel that the last donation is a normal condition.

The medical treatments manipulate both of the carers and the donors who are originally lack of knowledge will be always have limitation of knowledge and do not know the absolute truth which is their own fate after doing the fourth donation certainly. The same condition also happens in Hailsham, the students are manipulated by their guardians. The guardians always do

the discourse repeatedly informing the certain things that should be known and applied by students. The practice is a part of the process of normalization that makes thing seems normal. Therefore, it also shows the binaries opposition between the human clones that 'are lack of knowledge' and the agents of institutional power that 'has more knowledge'.

The status of lacking knowledge makes the human clones always depends on what has been decided for them and depends on the discourse produced by the medical workers and guardians. The human clones who are lack of knowledge believe their guardians and medical workers without knowing the information are true or not, or, right or wrong. This also implies that the medical workers and guardians have become the regime of truth for the human clones

2. Disciplinary Techniques

Foucault argues that bio-power has two poles which one pole concerns with human species including its population and the other pole concerns with the body as a manipulated object that later it is labelled as disciplinary power (Dreyfus & Rabinow, 1983: 134-135). Those poles can work together like in the novel *Never Let Me Go*. The population human clones are managed by controlling their number. Their deaths are controlled by medical institution that scheduled their organ donation program and place them in certain area called recovery centre. It shows that recovery centre is one of institution that do both of bio-power's poles. Moreover, the human clones are also distributed to certain areas in their young ages, years before they do the donation. Human clones are gathered and placed in different certain institutions including Hailsham with constant surveillance by authoritative figures since they were young until they reach adulthood. This system is one example of disciplinary power.

In Foucault's view, power does not always cause negative effect because it can be a necessary, productive and positive force and those can be reached through disciplinary power. Moreover, power is more referred as a strategy than a possession (1995: 26). The strategy in disciplinary power is to create obedience, so the bodies are transformed into docile bodies that can be subjected, used, transformed, and improved. In the novel, like any other schools, Hailsham exercises disciplinary power to their students and have mission to make the students discipline, productive, and obedient. Disciplinary power of Hailsham is exercised in the form of discourse including written or unwritten rules and prohibitions, school's regulation, and the teacher's discourse. Those are the product of power and knowledge and disciplinary techniques which created to achieve certain goals. They form power relation between Hailsham and students and make Hailsham can control the students' behaviour.

Disciplinary power aims for discipline bodies. Hailsham, as a boarding school, creates rules applied to their dormitory. These rules form regularity and discipline students. In the quotation below, it can be seen that the student has discipline attitude as a result of Hailsham's disciplinary power:

"The door was almost half open—it was a sort of rule we couldn't close dorm doors completely except for when we were sleeping—....." (Ishiguro, 2005: 71)

The quotation above implies that Hailsham exercises power in a form of rule that forbid students to close the dorm's door except when the students are sleeping. Kathy, who narrated the quotation above, tells the reader that the door is not completely closed. Kathy even did not close the door later. It shows that the students have become discipline student indicating as docile bodies. Another example of the implementation of rules as disciplinary techniques also can be found in recovery centre. The medical workers who has more knowledge in medical area exercise power to the donors by create rules such as taking "lab tests" and "sign out" if the donor wants to get out for a while from the recovery centre to take a trip (Ishiguro, 2005: 244) and he or she has to "sign in" when they returns to recovery centre (Ishiguro, 2005: 275).

Another kinds of disciplinary techniques found in the novel is duties. The duties of students of Hailsham are following the rules, attending the classes, doing the school's assignments, etc. In the recovery centre, the human clones who work as carers receive duties from the authorities. Their main duty is taking care of other human clones that are currently doing donations program by giving them enough attention and survey their condition. They have to make their donor keep calm and do not feel agitated before giving their organs. They also have to make the donor stay in a good feeling to help them recover faster after the donation.

In disciplinary power, there is a process of normalization which can enhance the efficiency of disciplinary power. Normalization implies a process to make something is normal through ideas or action related to the power that works through regulation (Foucault in Sadan, 2004: 56). One example form of normalization that can be found in Hailsham is about 'the importance of creativity'. Hailsham plants the idea that creativity is important to each student through regulation and discourse. Hailsham has a mission to prove to the government and the whole society that 'every human cloning also has a soul' through the student's art works therefore a work of art and creativity of students is an important element for the existance of Hailsham. Hailsham sets some kinds of class that related to train and

enhance students' creativity such as class of "painting, drawing, poetry", and "art appreciation" (Ishiguro, 2005: 27). Moreover, the Hailsham has created an event called "Art Exchange" which is hold regularly and allows students to exchange their art works with other students' art works.

Besides implying that the event is another example of partitioning in time (time-table) done by Hailsham, it also shows the process of normalization. The process of exchange makes the students knows the value of a work of art which makes them ever more interested in the work that is considered to be good, high-value and created with high creativity. As a result, if a student is good at "creating" that student tends to get respect and like by others (Ishiguro, 2005: 16). In other hand, if a student shows a low creativity, he or she will be despised by other students as to which is happening to Tommy.

This suggests that Hailsham, in addition to manipulating the students, there is also a process of normalization that will affect the mindset, attitudes and actions of students. In disciplinary institutions, there must be an examination process. As stated in the second chapter, examination is a process of disciplinary power that combines the surveillance process and normalization process.

In the medical institutions, examination is done in the form of medical treatment. The medical workers also exercise power in the practice the medical treatment such as medical check up to both observe the condition of the donor and the process also normalize the practice.

Another example where using a process of examination is the selection and decision of students' artwork by Madame and the guardians. Madame in a certain time period comes to Hailsham regularly to choose and take the painting created by the students who are considered the best among the works of art. In this process, there is also a process of observation to all the students and their paintings which will determine which are the best. The process of normalization is also going on here so it causes the assumption of the students such as 'only best painting that will be taken' and 'Madame will come to Hailsham as usual and retrieve the students' 'best painting'.

One of the goals of the disciplinary power is obedience and it can create regularity. One example that is found in the novel is the student's regularity and compliance while listening to the speech of Miss Emily, the head guardian in every school's occasions that implies the student's obedience and regularity. They are all keep silent when the head guardian gives a speech. They did it without a command or warning from the guardians because they were already reluctant to disturb the speech, especially because it was Miss Emily who was giving the

speech. It means the disciplinary power has successfully control the student's behaviour.

Punishment is also a part of the disciplinary practice in the Hailsham. It is applied on the student who shows non-docile behaviour such as naughtiness and unwillingness to do school's regulation. It has an aim to make the student who break the rules be more discipline and will not repeat their action. In the story, Kathy tells about her disagreement to the punishment or pressure given by the guardians and other students to Tommy who is considered as lack of creativity. However in the story the punishment is never told as physically but often as a repression that makes Tommy feels depressed and rages. It is compatible with Foucault's statements showing that punishment in present day is no longer punish the body, but punish the soul, and not affect their physical state, but affect their thoughts, will, and inclinations.

3. Panopticism

Hailsham and recovery centre as a disciplinary institution uses panopticon concept. The Panopticon, was a design for a prison produced by Jeremy Bentham in the late eighteenth century which grouped cells around a central viewing tower. Foucault uses the concept of panopticon as a technology of disciplinary power that metaphor the operation of power. In Foucault's works, panopticon is said to be firstly appear in society in 17th century to prevent the spreading of plague and the modern society also applies the panopticon to people who are considered as 'abnormal'. The discrimination or different treatment received by the human cloned that firstly started by government's homes and later also done in other institutions somehow normalize this discrimination that caused the whole society thinks that the human clones are abnormal creature. That assumption that is about the status differences makes the clones in their early lives are placed in institutions, which one of it is Hailsham that is located in cloistered area, adopting technology of disciplinary power, Panopticon.

Panopticon works with total and concentrated surveillance done by overseer. In Hailsham, the guardians are the overseers. Their gaze captures the students' activity which afforded the students' all of sort protection as in the quotation below:

"We were all pretty scared of her and didn't think of her in the way we did the other guardians. But we considered her to be fair and respected her decisions; and even in the Juniors, we probably recognised that it was her presence, intimidating though it was, that made us all feel so safe at Hailsham." (Ishiguro, 2005: 39)

In the quotation above Kathy tells about the students' point of view of Miss Emily, the head guardian. It implies the power of the Miss Emily gaze that can make the student feel scared and safe in the same time. They

feel safe because they feel Miss Emily protects the students and they feel scared because beside they know that Miss Emily has authority to punish the student who does not obey the rules, Miss Emily has different characteristic that are more strict and intimidating comparing with other guardian. She also has a bigger authority since she is the leader of the Hailsham's guardian.

Panopticon concept is applied by regulating the organisation of space (architecture etc.), of time (timetables) and people's activity and behaviour (drills, posture, movement). Organizing or partitioning in space in the novel *Never Let Me Go* happen in Hailsham and recovery centre. First indication of space partitioning is that the location of Hailsham is cloistered. It is near to hills and woods so you can see it through window. Moreover, the area is very tranquil and it is very rare to see people or cars pass that area as in the quotation below: "a car was a rarity, and the sight of one in the distance was sometimes enough to cause bedlam during a class" (Ishiguro, 2005: 34). It implies that there are almost no people do a trip in the area around Hailsham. It also has a big possibility that the guardians also rarely leave Hailsham or receive visitors. The guardians certainly have lived in the middle of society before they come to Hailsham. Yet, if their work also alienate from outside world it means they've abandoned those lives. They dedicated to Hailsham that has location and implication like a nunnery or, more probably, a leper colony. Hailsham operates total surveillance to the students as if they hold a plague. Hailsham's location that is secluded and there is never a statement implying that there are other people who come to visit unless workers and Madame show that the students are isolated and the isolation from the outside world is almost perfect.

Second indication of space partitioning is that the students in Hailsham is organized according to their age so there are the terms Senior year and Junior year as in the quotation below: "by the end of which four or five items from each Junior and Senior year would have ended up in the billiards room. The billiards room would get closed during this period" (Ishiguro, 2005: 33) Moreover, they are also organized by their age, each of senior and junior' students are also partitioned into several different classes such as "Senior 5s" (Ishiguro, 2005: 42) and "Senior 2" (Ishiguro, 2005: 6). Lastly the organization of space of students done by Hailsham is the organization of room. Students of each class will be placed into different class room to study with their guardia. Student also has a schedule to be followed. It implies that like any other disciplinary institutions, Hailsham also organizes their students using schedule or time-table. Time-table, according to Foucault is a tabulation or organization of the

time. It is setting up schedules with a variety of activities. Humans set schedule for doing activities and the students in Hailsham also has a schedule set for them that arrange their activities in a day. The activities in the above quotations are the schedule of attending classes. In addition, it also shows the positive effect of disciplinary power that is time-keeping and self-control.

In organising the time and the space of students, Hailsham also done it with the rules applied to each student based on their gender. Dorm of female student and male student are separated. It implies that besides the dorms are separated by gender, they also make a prohibition that forbids the students to go to the opposite gender's dorm. So in disciplinary institution, each people will be organised and will be bordered by an invisible line and feel being watched because the gaze of the authorities are invisible so it will give certain positive effects such as time-keeping, self-control (related with body's posture and bodily functions), concentration, sublimation of immediate desires and emotions.

Self-monitoring as an effect of invisible gaze in the novel *Never Let Me Go* is the apprehensive attitude of being watched when having sex. The students avoid having sex in open area or area that can make the guardians see them. It implies that the students are doing self-control. They repress their own desire to having sex and become an overseer to their own behaviour. It is also in accordance with Foucault's view stating that the desire, repression, and power are linked each other as a cause and effect. Not only aware of the place to have sexual intercourse, the students also aware to their partner. They are disciplined through discourse so they can avoid illness and maintain their body's condition. They also do self-monitoring in outside area of Hailsham although they are free from the guardian's surveillance.

The panopticism is also applied in recovery centre. Recovery centre is a place where the medical workers give the medical treatments to the donor to make them recovered after the donation done. Right after the clones done the donation, they will be brought to this place. Kathy never mentioned that she met 'normal' people being treated here, so it can be assumed that there are no other kinds of patients except the clones who have done a donation. The carer will keep come to this place regularly to meet and take care of their donor.

Partitioning in space found in the novel also happens in minor level. The authorities organize the donors by giving them one room for each donor. In the novel the time of donate is organized by authorities. The human clones do not know the time when will they start their first donate or do the next donation until they receive a notification from them. Moreover, the quality of their work as a carer is assumed as a factor that can change

their donation's schedule. The notice received by the clones implicitly indicates that the date of their death also has been arranged. There is a schedule for the donation for each human clone. Moreover, all of the clones also cannot have babies from sex which makes their population are perfectly controlled.

As a technology of disciplinary powers, panopticon concept is applied in the life of individuals in the novel especially human clones that become the target and become the representation of the inmates in the panopticism. Panoticon used not only in prisons but in various fields which require discipline and in this novel the panopticon concept is used by educational institution and medical institution. Within this region there is a process of discipline formation of human beings as individuals who obey and abide by the rules. Then directly here formed discursive practices of power constructed by control agencies or authoritative apparatus.

Representation of Individuals' Resistance to Institutional Power

Foucault asserts that power is co-extensive with resistance, "where there is power, there is resistance and yet, or rather consequently, this resistance is never in a position of exteriority in relation to power" (Foucault, 1978: 95). So in The power relation, there must be someone who resists the power. In *Never Let Me Go*, the human clones are the bodies that become a main target of institutional power. However, they never show a rebellion movement or explicit and clear acts of rebellion against the institutions that regulate their life so that they are live only to donate their organs in order to lengthen the normal people's lives. It is caused by some reasons but it is mainly caused by their lack of strategy to resist because since early of their live they faced the power and manipulation by institutions that cause they are lack of knowledge. However, the clone's resistance to the power aimed to them is still present, they still manage to find a way of resistance although it seems that the chance is completely closed because the authorities already set their future. In the story, although all of the clones are unable to change their fate, it does not prevent them from having their own dreams and their own goals, or doing things as their revelation of their inner feeling indicating resistance. This is because in Foucault's view subject is not like a robot that will be always obedient when a power exercised to it.

The power relations in the novel *Never Let Me Go* shows that the individuals that become the target of institutional power are human clones so in this chapter will be discussed how the representation of individuals' resistance against the power that is represented by Kathy

and Tommy who are human clones and also the main characters.

Among the characters, Tommy makes tremendous fuss as an act of resistance to the institutional power although it is done indirectly. One of the forms of his resistance is rage. He firstly shows his rage in his student's years in Hailsham. His rage is started by the other student's bully that caused by the image of Tommy that is not creative in doing art. His image is derived from his resistance to Hailsham's regulation and the student's standardization of being creative that make him never "even tried to be creative" (Ishiguro, 2005: 10). It indicates that his rage is his inner revelation showing his anger toward the state of being the minority that is caused by his resistance to have standard level of creativity that is created from the Hailsham's regulation. Another kind of resistance is showed in the form of action. To fulfil their wish that is spent time together longer, Kathy and Tommy went to Miss Emily's house which is originally forbidden because it does not allow the clones to make a contact with apparatus. It implicitly indicates that they show their resistance to the regulation by daring to break that regulation. However their action has a bigger purpose. They went to visit Miss Emily's house to ask her help to get a 'deferral', a regulation that allows them postpone the donation for few years but it turns out as a rumour among the human clones. It shows that they show a resistance to follow the schedule of their donation. Yet, Kathy and Tommy learn from Miss Emily the complete truth about their existence they drive at night back to Tommy's recovery centre.

After learning the truth, once again, Tommy rages as a representation of his resistance of his fate and his despair because they tried to find a way to fulfil their dream, but they cannot do anything because they cannot fight back, cannot change what has been arranged for them so they only get disappointment and sadness that are strengthened by the darkness of the night and the gusts of wind. However, Tommy can be calm again due to Kathy's presence comforting in each other. It shows their behaviour implying refusal of their fate that has been arranged and cannot be changed. They went to this far to get a deferral but it actually never exists. Distressed because their poor fate they only can reveals their disapproval and disappointment to each other.

This novel is narrated by Kathy and she told it based on her memories. She once tells about Harry C. In the recovery centre in Wilthire, Kathy met Harry, the alumnus from Hailsham and the boy she had "nearly had sex with" after Tommy became Ruth's boyfriend (Ishiguro, 2005: 118). When they met, Harry's condition is weak because "he was just being brought in after a donation" and Kathy found out that he could not walk at

all so "he was in a wheelchair" (Ishiguro, 2005: 101). Kathy was not sure if he remembered her and she tried to greet him. However, after they talked for a while, Harry did not show clearly that he remembered her. In the case of Harry's memories about Kathy, Kathy made two assumptions that Harry did not remember her because natural cause that she was not very close to him back then or Harry did not remember her because the donation and strong medication which are clearly because the medical institution's power. Kathy treasures her memories so much. She does not want to lose it no matter what because she only has her memories with her friends that belong to her. This implies that she resists losing her memories and the donation or strong medication should not even take it from her. It shows that implicitly Kathy resists against the power from medical institution. Kathy's words above also imply that she fully realizes that she lack of power and she accepts it, she still do the donation later. However, realizing and accepting the lack of power in oneself undermines the idea of an absolute power in general.

Another form of the resistance found in the novel is hope or wish. Kathy and also Tommy have ever wished to be able postponing their donation process in order to have more time together. It indicates that they resist the schedule that has been arranged for them by the institution. Their wish for postponing their donation occurs after they heard the information from the veterans. It becomes the trigger or their action of visiting Miss Emily's house that has been discussed in previous paragraphs.

Another disciplinary institution, which is Hailsham also arising the resistance. Hailsham was a place for young human clones to live and study. It has a similar concept with boarding school and it exercises disciplinary power. Hailsham forbids every student to go outside the school area. They even create scary stories to make student feel scared to go outside. However, Kathy once implicitly shows her wish to walk outside that is against Hailsham's prohibition. Although Kathy never directly speaks about wanting to escape, there are several instances in the novel which suggest that Kathy is at least unconsciously haunted by the thought of defying her fate. Back at Hailsham she seemed drawn to areas that enabled her to challenge the physical boundaries which limited her freedom:

"The little footpath that went all round the house was a real favourite of mine.....I suppose part of the reason I liked it so much was because I was never sure if it was out of bounds." (Ishiguro, 2005: 44)

As in the second chapter, Foucault stressed that both of power and resistance use discourse as a medium. The resistance to the power is also associated with

freedom. For Foucault freedom is important element in power relation. Power only can be exercised to free bodies, which means that the bodies always have a chance to resist. Therefore subject in Foucault's view, as what has Kathy's done in the quotation above, is something active and are free to choose the forms of resistance that will be done.

CONCLUSION

Based on the analysis that has been elaborated in the previous chapter, conclusion can be drawn in line with stated problem statement within the thesis. There are three conclusions can be taken. The first conclusion concerns with the form of power relations between institutions and individuals, the second conclusion concerns with the way of institutions exercise power to individuals, and the third conclusion concerns with the representation of individual's resistance to the power exercised by the institutions.

According to the source and agency of power there are two kinds of power relations in the power relation between institutions and individuals. The first one is power relations between Hailsham, institution that educate the human clones since their childhood to adolescence, and individuals. The second one is power relations between recovery centre and individuals. Moreover, it is founded that in the power relations between institutions and individuals are asymmetric relationship and there are binaries opposition. Foucault has noted that institutions are one of ways in freezing particular relations of power so that a certain number of people get some benefit and others will be harmed. In the story in *Never Let Me Go*, the loss party is the human clones.

The results also reveal that the institution has done manipulation of knowledge and truth, uses disciplinary techniques, and implements the panopticon concept. Manipulation of knowledge and truth is done continuously in both Hailsham and recovery centre through all of its agents. In Hailsham, the agents of institutional power that do the manipulation to human clones are mainly the guardians. Through the discourses that mostly happen in classes, the guardians manipulate the student's thoughts determining oppositional values such as good and bad. The similar condition occurs in medical institution. The medical workers, that mostly doctors and nurses also do the manipulation. In those institution, the agents of power has become a regime of truth for the human clones. Disciplinary power aims for discipline bodies. To achieve it, the institutions in the novel exercise disciplinary power and using disciplinary techniques which consist of application of rules, application of punishment, examination, observation, and

normalization. There are some differences of disciplinary aspects applied by Hailsham and recovery centre. One of the most explicit is the non existence of punishment in recovery centre. The institution in the novel also applies panopticon concept which was originally a prison design. The panopticon is applied by institutions which are recovery centre and Hailsham that control and organized human clones. The panopticon concept regulates by doing the organisation of space (architecture etc.), of time (timetables) and people's activity and behaviour (drills, posture, movement). The indication of space partitioning is dividing the human clones into certain spaces based on several different factors. For example, in Hailsham that the location itself is cloistered, the students will be divided into different spaces based on age and gender, while in the recovery centre, each donors get their own room but still will get full control and surveillance. The indication of time-table is the implementation of schedule both in institutions. The institutions in the novel work with total surveillance done by overseers which are the authorities, the guardians and medical centre.

Moreover, although in the novel there are no obvious acts of rebellion to the institutional power, the characters still shows a resistance. The type of resistance is distinguished into two types which are the visible resistance and the invisible resistance. The visible resistance is represented by Tommy's rage and action. The invisible resistance is represented by Kathy's thought or narration and wishes.

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